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CIA HISTORICAL STAFF

The DCI Historical Series

CIA Support Functions:

*Organization and Accomplishments
of the DDA—DDS Group, 1953-1956
Volume III (Chapter III-Part 2)*

Secret

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THE DCI HISTORICAL SERIES

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CIA SUPPORT FUNCTIONS:
ORGANIZATION AND ACCOMPLISHMENTS OF THE DDA-DDS GROUP
1953-56

VOLUME III (CHAPTER III-PART 2)

by

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1960

HISTORICAL STAFF
CENTRAL INTELLIGENCE AGENCY

SECRET

CIA SUPPORT FUNCTIONS:
ORGANIZATION AND ACCOMPLISHMENTS OF THE DDA/DDS GROUP,
1953-1956

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by [REDACTED] DCI/HS

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CHAPTER III. MANPOWER MANAGEMENT

C. Training for Career Service

1. General Considerations

a. Concept of Training

Shortly after being appointed Director of Central Intelligence, Mr. Allen Dulles emphasized again as he had on previous occasions the importance of training. At a general orientation meeting in February 1953, he said: "We have a pattern which can produce intelligence. That is why the work that Matt Baird in the Office of Training and those that work with him is so important, because no blueprint of this kind is of any value whatsoever unless we have trained people to carry it out."^{1/} Again, some weeks later, he said: "Since I place much emphasis, in fact top emphasis, upon individual capabilities, I realize that the training programs that Matt Baird and his associates have set up here are a vital and essential part of our work."^{2/}

^{1/} This chapter was drafted by Mr. [REDACTED] in June 1960.

^{2/} Office of Training, Training Bulletin No. 5, 31 March 1953, Remarks of Allen W. Dulles at the Ninth Orientation Course 13 February 1953, SECRET, in OTR files.

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From the beginning of the Career Service Program in 1951, Mr. Baird had an important role in the development of manpower management policies.^{1/} As indicated above, the Office of Training had a leading role in the initiation and administration of the Junior Officer Trainee Program.^{2/} As an enthusiastic educator and firm believer in his program, Mr. Baird tended to stress the training approach to manpower problems. This approach involved the careful selection of young recruits and the use of Agency controlled training programs to prepare them for specific assignments in the Agency. The JOT Program was the ultimate application of this philosophy but as was pointed out above this program only produced a fraction of the professionals recruited during the period. The office heads in the DD/I group in particular tended toward the philosophy that it was more economical for the Agency to recruit persons trained in physical and social sciences and in language and area knowledge by universities and research institutes.

1/ Office of Training, Training Bulletin No. 10, 23 November 1953, Remarks of Allen W. Dulles at Twelfth Agency Orientation Course on 6 November 1953, SECRET, in OTR Files.

2/ The original report, A Program for the Establishment of a Career Corps in the Central Intelligence Agency, 7 August 1951, SECRET, was prepared under his supervision. See Office of Personnel, Records Center Job 58-166, Box 1.

The Office of Training liked to stress the newness and the uniqueness of the profession of intelligence. It claimed that unlike other professional fields, there was no prescribed academic curriculum leading to a degree in the field of intelligence. Further, many of the skills, methods, and techniques peculiar to the intelligence profession could not and should not be taught outside the secure circle of the intelligence community.^{1/} The Office of Training took the position that academic institutions in the United States did not offer courses of instruction in the field of the social sciences, particularly area and language training, on a sufficiently broad cross-cultural basis, with the consequence that personnel of outstanding academic achievement recruited by the Agency normally did not meet all requirements for intelligence duties without further training in their fields of specialization. At no time during the period, however, could the Office of Training Program compete with some of the advanced academic area and language programs.^{2/}

^{1/} Office of Training, Survey of the Office of Training, Part I, General Statement, August 1953, Prepared for the Inspector General, SECRET, in Records Center Job 56-403.

^{2/} The University of Michigan program in Japanese studies involved four years of advanced study including thorough training in the language and field study in Japan. See below, p. 323 for discussion of the Agency area and language training.

Below are some excerpts from a statement made by the Office of Training in 1953 on its concept of training in the Agency:

e. The conduct of the United States intelligence effort requires extraordinary executive, managerial, and supervisory skills at all echelons to insure that the full impact of a substantive decision is not impaired in its execution.

f. Newly recruited personnel must be regarded as laymen in the intelligence profession, even though they may be highly qualified in one of the sciences or in a technical or administrative field. For example, the trained economist gives effective support to the Agency only in so far as he applies his knowledge of economics primarily as a professional intelligence officer. Similarly, a technician, a personnel officer, or a supply officer, regardless of the quality of his previous competence, must acquire professional competence in intelligence as it relates to his specific responsibilities in order to give effective support to the Agency.

g. The Agency training problem then is twofold, in terms of personnel and in terms of substance. New personnel recruited by the Agency must be trained in the principles, methods and techniques of national intelligence so that they will relate their various competences to the profession of intelligence. On-duty personnel must also be trained in order to acquire further competence in intelligence. Both new and on-duty personnel require training to increase their knowledge in depth in cross-cultural area and language fields and in specific functional fields. Both require training to enable them to perform their present jobs more effectively, and commensurate with their growth potential, to undertake jobs of increasingly greater responsibility.

Such training must provide for increasing their understanding of the relationship of their specific tasks to those of collateral and higher echelons of the Agency, broadening their understanding of the mission and objectives of the Agency as a whole, and developing their planning, managerial, and supervisory skills. Training must be continuous and intensive as well as be combined with tours of duty at various stages throughout the career of the professional intelligence officer, if the objectives of the intelligence profession on a career service basis are to be effectively met.^{1/}

Problems of Training

In 1953 the Office of Training also presented the following list of its problems:

Problem 1. To devise a method for insuring that qualified intelligence officers who have had effective operational experience in the Clandestine Services, and who possess the requisite skills for teaching are made available to the Office of Training for tours of duty as instructors.



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Problem 3. To devise a method of providing 'lead time' in the preparation of personnel of the Clandestine Services so that they will be given, in addition to tradecraft

^{1/} Survey of the Office of Training, "Part 1," General Statement," August 1953, prepared for the Inspector General by the Office of Training, SECRET, in Records Center Job 56-403.

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training, adequate area-language training commensurate with the requirements of their overseas duty assignment.

Problem 4. To clarify the role of the Director of Training vis-a-vis field training



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Problem 6. To establish an advanced level intelligence training program for senior analysts who are engaged in the production of high-level intelligence reports and estimates the objective of which would be to provide a critical analysis of the estimating process and develop doctrine to make it more directly useful to policy and strategic planners. (Reference: [redacted] Committee Report).

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Problem 7. To establish the requirement for a broader scale of training effort in the executive, management supervisory field particularly in the higher levels within the Agency.

Problem 8. To accomplish within the Agency a wider use of training as a consequence of the effective use of Junior Officers in releasing on-duty personnel for training assignments.

Problem 9. To expand the language-area training effort and the use of language-area programs throughout the Agency at basic, intermediate and advanced levels.

Problem 10. To inaugurate surveys throughout the Agency which are designed to appraise the capabilities of the individual against the requirements of his job so that a more effective means of establishing the resultant training requirements can be put into effect.

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Problem 11. To review the status of Training Liaison Officers throughout the Agency as to quality and grade level in order to enhance the network of communication through the Training Liaison Officers between the Office of Training and the operating offices of the Agency.

Problem 12. To review the status of on-the-job training within the Agency in order to appraise its effectiveness and where deficient, to meet the projected training objective in suitable means.^{1/}

The above analysis recognized that the Office of Training was only one of several parts of the Agency actively conducting formal training. In addition to the overseas installations, there were several offices which conducted formal training. During the years 1953-1956 efforts were made to concentrate responsibility for the setting of Agency training standards in the Office of Training. The progress made toward solving the above problems during the period will be discussed under the appropriate sections that follow.

^{1/} "Survey of the Office of Training," Part IV, "Analysis of Training Problems," August 1953, prepared for the Inspector General by the Office of Training, SECRET, filed at Records Center, Job 56-403.

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2. Organization of the Office of Training

a. Location of Office of Training

There was discussion during the period regarding the location of the Office of Training in the organizational structure of the Agency. At the beginning of the period OTR was in the Office of the Director of Central Intelligence and the Director of Training reported to the DCI.^{1/} In practice the reports of the DTR were sent to an Assistant to DCI.^{2/} Regarding this arrangement, OTR claimed: "This placed what was essentially an experimental device, the new office, in an advantageous position for growth and development."^{3/} It may be inferred, however, that this arrangement was contrary to the administrative objective that there should be a unified system of support for the entire Agency and to the objective that the number of people reporting directly to DCI should be kept at a

^{1/} Historical Staff, "Organizational History of CIA, 1950-1953," SECRET, (1957), Chapter X, p. 76, in O/DCI/HS files.

^{2/} Weekly Summary Reports from Director of Training, SECRET, filed in O/DCI/ER "Training" file.

^{3/} Office of Training, Fifth Anniversary of Office of Training, 1955, SECRET.

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minimum in accordance with sound principles of span of control.^{1/} DCI on his own initiative decided to concentrate responsibility for personnel matters in DD/A.^{2/}

The Inspector General recommended that OTR should also be placed under DD/A. This was done by CIA [REDACTED] dated 3 February 1955, which also changed the name of DD/A to Deputy Director for Support (DD/S).^{3/}

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While the transfer of OTR from O/DCI to DD/S was looked at with some misgivings by some elements in OTR, in practice it meant that OTR was placed under a Deputy who attended the meetings of the Deputies held by DCI and who reported back to the component parts of DD/S regarding developments which took place at these meetings. The new arrangement also provided OTR directly with logistical support and at the same time it permitted the independence necessary for working with other offices in

1/ Memorandum for DCI from DD/S, 20 August 1956, Subject: Report of the Inspector General's Survey of the Office of the Deputy Director (Support), the Management Staff and the Office of the General Counsel, SECRET, in O/DCI/ER "DD/S" file.

2/ Historical Staff Interview with Col. L. K. White, DD/S, 6 October 1958, SECRET.

3/ In Records Center.

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its task of clarifying Agency doctrine and disseminating
that doctrine through its schools.^{1/}

1/ 5th Anniversary, Office of Training, SECRET, 1955.

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b. Internal Organization of Office of Training


The internal organization of OTR, as it stood in January 1953^{1/} and as it remained until December of that year (with changes noted below), was as follows:

Director of Training
Support Staff
Administrative Services
Registrar
Training Aids

Deputy Director of Training (General)
Plans and Policy Staff
Program Division
Junior Officer Training Division
Management Training Division
Clerical Training
Orientation and Indoctrination, renamed Orientation and Briefing Division
Language Services Division
Intelligence Training Division
Intelligence School
Reading Improvement^{2/}

1/ Office of Training, 5th Anniversary of Office of Training, 1955, SECRET, has a page entitled "Organization of OTR 1951-55" which gives a 1953 chart but does not attempt to show changes which took place in 1953. OTR Regulation 70-1, 12 November 1952, Mission and Functions, SECRET, in Records Center Job 56-403.

2/ The "Reading Improvement" program disappeared from the Telephone Directory by October 1953, but continued on during the period as a part of the Intelligence School. See course "I-7" in OTR Bulletin, April 1957, p.28.

Deputy Director of Training (Special)
Plans and Programs Staff
Training Development Staff
Assessment and Evaluation Staff^{1/}
Basic Training Division
Advanced Training Division
Project Training Division


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The organization of the Office of Training described above had obvious limitations. There were duplicate planning staffs under the two highly compartmented Deputy Directors. The Director of Training was unable under the dual organization to delegate some of his overall responsibilities. The Inspector General's survey of the Office of Training made in 1953 recommended the strengthening of central direction.

The Office of Training itself in materials collected for the Inspector General stated: "Immediate reorganization of the Office of Training will occur upon the imminent departure of the Deputy Director of Training (General). As a consequence of his departure the Office of Training will be reorganized with a single deputy."^{2/}

^{1/} See below for changes in the location of this staff.

^{2/} "Survey of the Office of Training," August 1953, SECRET, prepared for the Inspector General by the Office of Training, filed at Records Center, Job 56-403.

The two Deputies, one for intelligence and administrative training (DDTR/General) and the other for operational training (DDTR/Special), were discontinued, and replaced by a single Deputy Director (DDTR). It was claimed that establishing a single Deputy Director of Training permitted the consolidation of plans, policy, programs and training development functions.^{1/} It was also another step in the extension of control by the Director of Training over operational training. Mr. [REDACTED] who had been DDTR/Special, was the first incumbent of this new position.^{2/}

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The December 1953 reorganization established a single Planning and Research Staff by combining the former Plans and Policy Staff, Office of Training (General), and the

1/ CIA, Estimate of Requirements Fiscal year, 1956, Bureau of the Budget Presentation, 15 September 1954, SECRET, p. B-1-2. In Records Center, Job 58-436.

2/ According to Office of Training Notice 10-53, 9 April 1953, CONFIDENTIAL, Mr. [REDACTED] was appointed Deputy Director of Training (Special) 13 April 1953. At the time of the December 1953 reorganization, he was designated as the Deputy Director of Training by OTR Notice No. 33-53, SECRET, in OTR files.

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Plans and Programs Staff and Training Development Staff, Office of Training (Special).^{1/} This new Staff was responsible for reviewing and analyzing the training implications in policies, plans, proposals and projects initiated within or without the Agency and making appropriate recommendations concerning action which might be taken by the Director of Training.

At the beginning of 1953 there was an Assessment and Evaluation Staff under the Deputy Director of Training/Special.^{2/} In February 1953, this Staff was transferred to the Office of the Director of Training in order to broaden its responsibility to the entire Agency for all assessment and all training evaluation.^{3/} Under the reorganization of OTR of December 1953, the Assessment and Evaluation Staff was continued in the Office of the Director of Training.^{4/}

^{1/} OTR Notice No. 33-53, SECRET.

^{2/} See above, p. and OTR Notice 26-52 Organization of the Office of Training (Special), 1 December 1952, SECRET, in OTR files.

^{3/} OTR Reg. 70-1/1, "Transfer of the Assessment and Evaluation Staff," 9 February 1953, SECRET, in Records Center Job 56-403.

^{4/} Office of Training, History and Organization, 1954, SECRET, in OTR files; OTR Notice No. 33-53, 4 December 1953, SECRET, in OTR files.

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Another accomplishment of the December 1953 reorganization was the administrative and functional amalgamation of language and area training through the consolidation of the Language Services Division and the Programs Division (external training) into a new External and Language Training Division.^{1/} The theory behind this union of the two programs was that a language instructor could also be an area specialist and an area instructor should be familiar with the languages of his area. In discussing the selection of instructors for the combined program, those in charge of the new Division said: "First, we seek persons who are what we call 'bi-competent,' that is, they have ability and interest in contributing training in both language and area. Primary reason for this policy is our belief in the superior value, as well as effectiveness in terms of the Agency's mission, and of economy, of integration of training in language and area."^{2/}

^{1/} OTR Notice No. 33-53; CIA, Estimate of Requirements Fiscal Year 1956, Bureau of Budget Submission, SECRET, p. B-1-12, in Records Center Job 58-436.

^{2/} Office of Training, Language and Area School, "Our Policies," compiled September 1956, CONFIDENTIAL, in LAS files.

Lastly, the December 1953 reorganization joined together to form a Specialized Training Division the former Advanced Training Division and [REDACTED] Training Division, both of which had been under the Deputy Director of Training (Special.)

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While the IG registered general approval of the new plan of organization, especially the creation of a single line of command, it did not concur in the actual chart of the organization designed to implement the plan since it objected to the creation of "divisions" with very small staffs (less than 16.)^{1/} It also questioned the use of the conventional type of organization, e.g., division and branch, for managing the OTR functions. Later reorganizations of OTR took these criticisms into consideration and established "schools."

The reorganization of the Office of Training which took place on 1 December 1954 was based upon a survey by the Management Staff which was initiated at the request of the Director of Training who desired to implement the recommendations of the IG and to lessen the

^{1/} Memorandum for DCI from IG, Subject: Survey of the Office of Training, 20 April 1956, SECRET, in OTR files.

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amount of paper work and administrative detail which were consuming his time and that of his Deputy Director.^{1/}

The reorganization reduced the training elements from eight to four, each having a more clearly defined field of interest. All support and administrative activities, including the operation of the [REDACTED]

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[REDACTED] were made the direct responsibility of the Executive Officer, as Chief of the Support Staff. The Plans and Research Staff, attached directly to the Office of the Director was directed to serve in an advisory capacity without any command or directive authority. The new organization aimed to provide the Director with a strong secondary level of command in the persons of his Executive Officer, representing all support and administrative activity, and the Chiefs of the four training elements called "schools" each representing a specific segment of the overall training responsibility. Another aim was to simplify and clarify channels of command within the Headquarters structure, between Headquarters and [REDACTED]

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^{1/} OTR Notice No. 28-54, 1 December 1954, Reorganization of Office of Training, SECRET, in OTR files; Management Staff, Report of Management Survey, Office of Training, 14 January 1955, SECRET, in MS files.

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[REDACTED]

The Basic School was composed of the former Orientation and Briefing Division, the Management Training Division, Phase I and the Administrative Training Branch of the Basic Training Division, Part I of the former Basic Intelligence Course of the Intelligence Training Division, and the Instructional Techniques Course of the former Instructional Services Staff.^{1/} It is thus apparent that the Basic School combined elements of the former general and special training functions.

The Intelligence School succeeded the former Intelligence Training Division, less Part I of the Basic Intelligence Course. The Course on World Communism was also transferred to this School.^{2/}

The Operations School was composed of the former Specialized Training Division, the Project Training Division, the Training Division of the [REDACTED]

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[REDACTED] including the former Phase II and Phase III of

^{1/} OTR Notice No. 28-54, 1 December 1954, Reorganization of Office of Training, SECRET, in OTR files.

^{2/} Ibid.

the Basic Training Division, and the Refresher Branch of the Basic Training Division.^{1/} This school had charge of the technical and trade craft training for the clandestine services.

The former External Language Training Division was elevated to the status of a school and called the Language and External Training School. While this school was responsible for both language and area instruction, it was not staffed at this time for area training. It arranged for such training at outside facilities.

As given in the Office of Training, Notice No. 30-54, 17 December 1954,^{2/} the new organization of OTR was as follows:

- Office of the Director
- Plans and Research Staff
- Assessment and Evaluation Staff
- Support Staff
- Office of the Executive Officer
- JOT Program
- Film Production Branch
- Instructional Services Branch
- Administrative Branch

1/ Ibid.

2/ In OTR files. A description of the new organization is given in Management Staff, Management Survey-Office of Training, 14 January 1955, SECRET, in files of Management Staff. A detailed listing of courses given by four schools may be found in 5th Anniversary, Office of Training, SECRET, and in OTR Catalogs, SECRET.

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Time and operating experience served to correct most of the major problems. Applicable Agency regulations were published, the mission and functions of [REDACTED] firmed up, personnel were rotated, on the job experience was gained, working realtionships were clarified, and the necessary placement of responsibility and authority were determined through practice and experience. The Report of the Management Staff assisted the Director of Training in more fully documenting assignments and delegations.^{1/} Supervision on the part of Headquarters elements became less extensive. This was

[REDACTED]

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Two important changes in the system of "Schools" were made in June 1956.^{2/} The First was the combination of the Basic and Intelligence Schools into one school: The Intelligence School, and the second was the creation of a new school, the School of International

^{1/} Management Staff, Report of the Management Survey, Office of Training, 14 January 1955, SECRET, Tab P-4, in Management Staff files.

^{2/} OTR Notice No. 20-56, 15 June 1956, OTR Organizational Changes, SECRET, in OTR files.

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Communism. The Faculties that previously had been part of the Basic School were shifted to the Intelligence School, including several non-intelligence Faculties such as Administrative Training, Clerical Training, and Management Training. The origins of the School of International Communism can be traced back to the courses on Communism which were started in 1950. In a memorandum to DCI, dated 29 May 1956, the Director of Training proposed the establishment of a School of Communism. He recommended that in the initial phase, the School should concern itself with the broadening and intensification of instruction within CIA, in its second phase, the School could well assume responsibility for providing instruction in this field required by other agencies, and in the third phase, the School might provide such orientation and training as may be desired outside the government.^{1/} The Acting Director of Central Intelligence approved phase one of the plan, agreed to phase two with qualifications which were apparently

^{1/} Memorandum for the DCI from DTR, Establishment of School of International Communism, 29 May 1956. SECRET, in O/DCI/ER, Training file.

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based on considerations presented by DD/P, and withheld approval of phase three pending further experience with the implementation of phases one and two.^{1/}

3. Training Activities

The internal organization of the Office of Training changed during the period but at each stage it revealed that the Office engaged in two main training activities, i.e., training proper and the staff support of training. By training is meant the actual giving of courses of instruction on topics which concerned the Agency's mission. Support of training included the provision of such instructional aids as: library facilities; training publications of instructionally useful materials which convey and interpret the intelligence, operational, administrative, and support doctrine of the Agency; visual aids in the form of charts, graphs and films; audio-aids in the form of records and recording machines for language training; materials on training methods; psychological testing and evaluation services; and administrative

^{1/} Memorandum for DTR from DDCI, same subject, 30 August 1956, SECRET, in O/DCI/ER, Training file and Memorandum for DCI from DD/P, same subject. August 1956, SECRET, in O/DCI/ER, Training file.

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services including the administration of career service training programs such as the Junior Officer Trainee Program.

a. Training Support Activities

The Library Staff continued to expand during the period its reference and research services. The holdings of the main OTR Library and the six sub-libraries grew at a rapid rate.^{1/} Each year from twenty to fifty

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Advisory, editorial and publishing services were furnished to the various OTR schools and training branches of other offices in the production of training manuals, case studies, and illustrative materials. Annual issuances totalled nearly 6,000 pages.^{2/}

The Film Branch augmented the excellent collection of existing motion pictures that were of use for training

1/ Office of Training, Survey of the Office of Training, August 1953, Appendix VIII, Training Aids Branch, SECRET, in Records Center Job _____ and Office of Comptroller, Estimate of Requirements Fiscal Years 1955, 1956, 1957 and 1958, Bureau of Budget Presentation, SECRET, in Records Center Jobs 58-436-437, and 59-417.

2/ Ibid.

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purposes and produced training films for air operations and for tradecraft. Over a thousand films were shown each year.^{1/}

The work of the Assessment and Evaluation Staff in developing psychological tests for use in connection with recruitment and assignment of personnel has been discussed above.^{2/} This Staff also engaged in training evaluation for the Agency. It helped instructors tell whether the objectives of a course were being achieved and it helped them devise exercises and tests to find out what was learned. One psychologist was assigned full time [REDACTED] for regular two year tours of duty. Beginning in December 1954 a student training evaluation program was developed for the Operations Course. Its principal objective was to measure the performance of a student by providing an accurate record through the use of multiple-raters of the facts, principles and skills the student was expected to learn.^{3/}

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^{1/} Ibid.

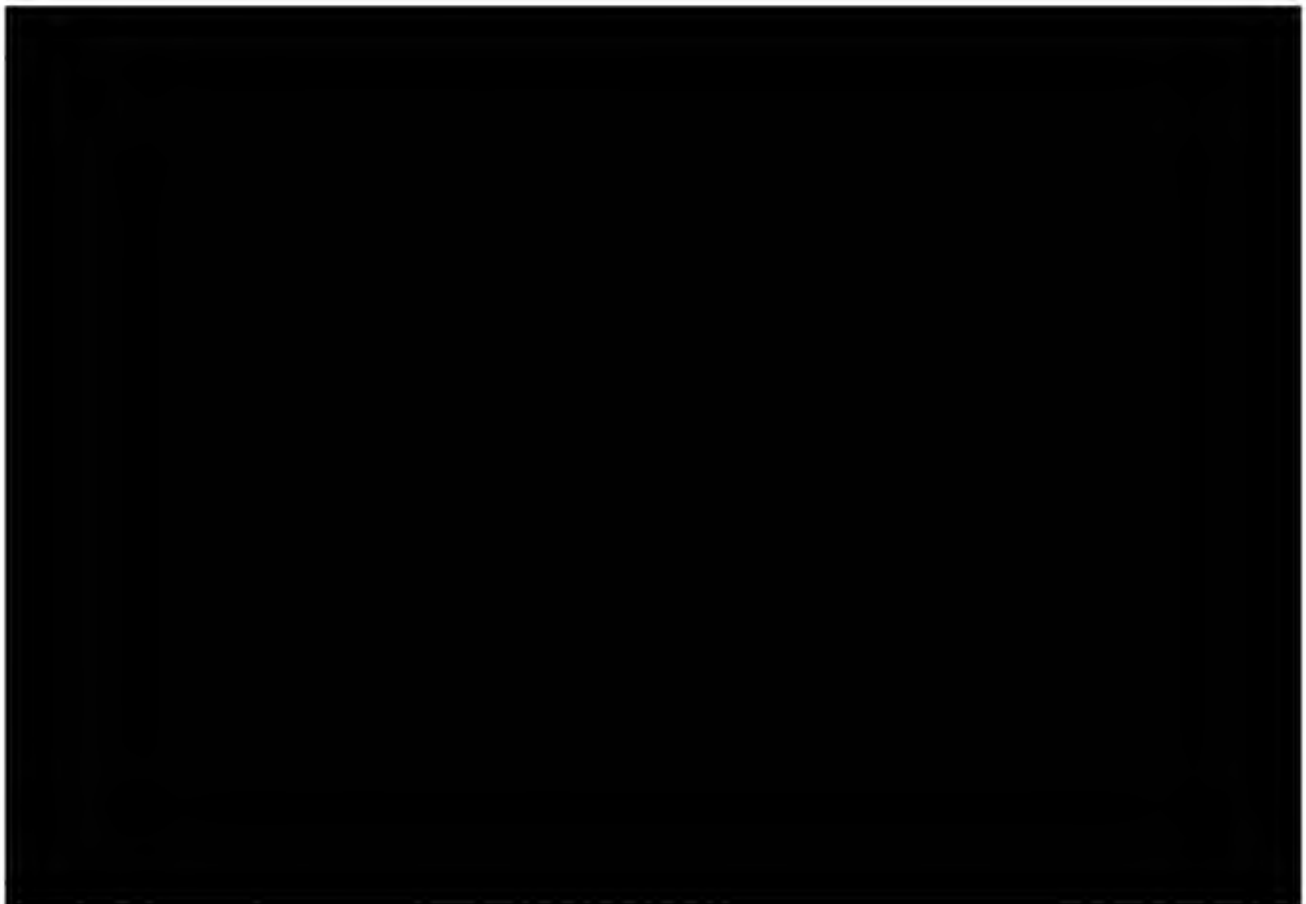
^{2/} See p. 195.

^{3/} Memorandum to A/DCI from DTR, 21 June 1955, Weekly Summary Report, SECRET, in O/DCI/ER Training 1955.

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The activities of the Agency in recruiting Junior Officer Trainees have been discussed above.^{1/} The training program and guidance services rendered during the period by the Junior Officer Trainee Program staff are discussed below following the description of the activities of the various schools.^{2/}

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^{1/} See p. 197.

^{2/} See p. 329.

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in all aspects of action operations and then be available for action anywhere in the world. The full proposal was not implemented during 1955 and 1956 due to ceiling limitations. OTR's Action Cross Training program described above was a step in the direction of such a unit but during the period OTR did not get the extra slots it sought for the proposal.

During the four year period there was a steady decline in the total number of students taking courses that in 1954 and later years were placed in the Operations School. During the calendar year 1953 there were [REDACTED] full-time students in these courses and during the calendar year 1956 there were [REDACTED] both full-time and part-time. Only a small fraction of the students taking these courses

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25X1A were part-time students.^{1/} A number of explanations may be offered for this decline in the number of students taking operational courses. The number entering on duty in 1953 [REDACTED] greater than in 1956.^{2/} The combination of two courses into a new and longer Operations Course made recruitment of students more difficult. A larger proportion of the employees working with the Clandestine Services had had operational training in 1956 than in 1953.

25X1A OTR was also involved in project training in which it gave instruction to staff and contract

25X1A [REDACTED]

^{1/} The figures for 1953 were taken from Memorandum for DCI from IG, dated 20 April 1954, Survey of the Office of Training, SECRET, in OTR files and the figures for 1956 were furnished by OTR to Historical Staff. Only total number of students was given for CY 1956 but for CY 1954 and CY 1955 over 95 percent of students were full-time.

^{2/} Table 5.

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They took the view that they could obtain these skills more cheaply by purchasing them from universities and research organizations than by establishing elaborate training programs of their own. On the job training was their chief reliance for fitting new employees to their tasks in the Agency, supplemented in the case of ORR by two office courses-Physical and Economic Geography of the USSR and Industrial Photographic Intelligence-which were given throughout the period.^{1/}

Intelligence training undertaken by the Office of Training consisted in orientation programs and in training in intelligence research techniques for beginning analysts and journeymen. The purpose of such training was to instruct new professional employees in the fundamentals of intelligence work and thereby provide the offices with personnel equipped to receive on-the-job training and capable of quickly becoming producing members of their organizational units.


^{1/} These two courses were listed by IG in Memorandum for DCI from IG, 20 April 1954, Survey of the Office of Training, SECRET, in OTR files and in OTR Catalog, TR CC 100-1, January 1957, SECRET, in OTR Files.

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From 1951 until September 1955 a 12-hour National Intelligence Orientation Program was conducted quarterly for the purpose of broadening comprehension of the intelligence process and the governmental intelligence community on the part of all employees of the Agency GS grade 5 and up. Presentations were made by DCI, DDCI, and other key officials within and without the Agency including top military intelligence officers, Congressman Judd, and Vice President Nixon.^{1/} During the Fiscal Year 1953 some 2,156 attended this program and during the Fiscal Year 1955 some 1,485.^{2/} In September 1955 this program was discontinued in part because of difficulties encountered in maintaining security with so

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CONFIDENTIAL, in Records Center, and CIA, printed schedules for Agency Orientation Course, CONFIDENTIAL, containing program and biographical sketches, partial file in HS.

2/ Training (General) Budget Narrative Fiscal Year 1954 and CIA Estimate of Requirements for Fiscal Year 1957, Bureau of the Budget Presentation, 30 September 1955, p. D-11-13, SECRET, in Records Center Job 58-436.

many employees brought together in an auditorium not under Agency control and in part because the Director of Training felt it was "unnecessary to continue a separate, large-scale orientation and time-consuming activity which has become largely-redundant."^{1/}

During the period instruction in intelligence was given regularly under various names. What ended up as Intelligence Orientation Course had been variously called Basic Orientation Course, Basic Intelligence Course, and Basic Orientation.^{2/} During Fiscal Year 1953 the course was known as Basic Intelligence course and it lasted six weeks. It gave instruction in the principles, methods and techniques of intelligence primarily for the Junior Officer trainees and the new professional employees of the DDI.^{3/} Some 165 students took the

^{1/} Memorandum for DCI from DTR, 2 September 1955, Termination of National Intelligence Orientation Program, CONFIDENTIAL, in O/DCI/ER, Training.

^{2/} OTR-IBM Master Code of Courses, SECRET.

^{3/} CIA Regulation No. [REDACTED] dated 13 March 1953, Basic Intelligence Training, SECRET, in Records Center.

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course during Fiscal Year 1953.^{1/} During the next fiscal year the course was conducted ten times with a total enrollment of 369 students.^{2/} In December 1954 reorganization the course was split and the first part went into a Basic Orientation course given by the new Basic School.^{3/} This course became the general orientation course for all professional employees and its annual enrollment rose to around 1,000.^{4/} After the Basic and Intelligence Schools were combined in 1956 a four-week Intelligence Orientation Course was organized. The first half on introduction to intelligence was given by the Intelligence School and the second half on communism by the School of International Communism.

Intermediate and specialized intelligence courses were also given during the period. In 1953 a 40 hour

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- 1/ Training (General) Budget Narrative Fiscal Year 1954, SECRET, in Records Center Job 56-403.
- 2/ CIA Estimate of Requirements Fiscal Year 1956, Bureau of the Budget Presentation, SECRET, p. B-1-16, in Records Center 58-436.
- 3/ OTR Notice No. 28-54, 1 December 1954, Reorganization of the Office of Training, SECRET, in OTR Files.
- 4/ CIA Estimate of Requirements Fiscal Year 1958, Bureau of Budget presentation, in Records Center Job 59-419.

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Research Methods Course and a 160 hour Scientific Intelligence course were presented. The latter course was organized at the request of AD/SI and it provided by means of lectures, seminars, and research projects, instruction in skills needed to exploit scientific data for intelligence purposes.^{1/} Twenty-two employees completed this course during Fiscal Year 1954.^{2/} Courses were also given on intelligence writing, intelligence briefing and conference leadership. The combined enrollment of these three courses was around 100 during Fiscal Year 1956.^{3/} Courses on reading improvement were also continued during the period.

e. Management and Administrative Training

During the period management training given by OTR was successively under the Management Training Division. Basic Training Division, Basic Training

1/ Memorandum for DCI from IG, dated 20 April 1954, Survey of the Office of Training, SECRET, in OTR files.

2/ Training (General) Budget Narrative Fiscal Year 1954, SECRET, in Records Center Job 56-403.

3/ CIA Estimate of Requirements Fiscal Year 1958, 30 September 1956, Bureau of the Budget Presentation, SECRET, p. D-10-20, in Records Center Job 59-419.

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School, and Intelligence School.^{1/} Other management courses were given by other components to fit special needs.^{2/}

In 1953 management training was started under what was called the Human Resources Program which was an attempt in a 4 1/2 hour program to present to supervisors an introduction to management principles and problems.^{3/} The course emphasized problems of staff coordination, inter-office communication, relations between security and efficiency, definition of responsibilities and principles of personnel management. Upwards of 600 supervisors took this program.^{4/} The course encountered

^{1/} For discussion of organizational changes, see above p. 279.

^{2/} See below, 320.

^{3/} This course is described in detail and outlines are furnished in Office of Training, Survey of the Office of Training, Part II, Activities, Tab E, August 1953, SECRET, in Records Center Job 56-403 and in Memorandum for Assistant Director for Communications, from Chief, Management Training Division, OTR, 23 June 1953, Summary Report on Initial Phase of Human Resources Program, CONFIDENTIAL, in Records Center.

^{4/} Office of Comptroller, Budget Estimates for Fiscal 1956, Congressional Presentation, SECRET, in Records Center Job 58-436.

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opposition in the DD/P area because of its emphasis upon inter-office communication and its criticism of what it called handicapping security practices.^{1/} The IG in his survey of the Office of Training said this course laid too much stress on the weaknesses of CIA and too little on specific methods for improving management. He recommended an increase in the quality and quantity of management and supervisory training.^{2/} The Human Resources Program was discontinued in July 1954.

In January 1954 the first Basic Management Course was organized and given on the basis of lectures, cases, and discussion of personal experiences. This 40 hour course furnished an opportunity for middle managers--branch chiefs and deputy branch chiefs, to discuss problems of management, planning, and support. In practice, the course did not always attract branch chiefs exclusively and many students were supervisors or coordinators.^{3/}

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1/ Memorandum for the Record on Interview with [REDACTED] Chief, Intelligence School OTR, 9 January 1959, SECRET, in HS files.

2/ Memorandum for DCI from IG, Survey of Office of Training, 20 April 1954, SECRET.

3/ Memorandum for the Record, 9 January 1959, loc. cit.

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The course was given half days for two weeks. Some 153 trainees took this course during Fiscal Year 1955 and 158 took it during Fiscal Year 1956.^{1/}

Beginning in October 1954 a course in Basic Supervision was given regularly at the level of the first-line supervisor, GS-11 and under. This was a management course for specialists with no previous management experience who were working with a team or task force. During Fiscal Year 1955 there were 154 students in this course and during Fiscal Year 1956, there were 195.^{2/}

Beginning November 1954 the operations support faculty began to offer an Operations Support Course which consisted of 200 classroom hours instruction in clandestine tradecraft, administrative organization and management, budget making, and operations support especially designed for officer personnel supporting DD/P

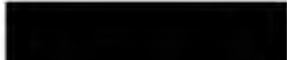
1/ CIA Estimate of Requirements Fiscal Year 1957, Bureau of the Budget Presentation, 30 September 1955, SECRET and CIA Estimate of Requirements Fiscal Year 1958, Bureau of the Budget Presentation, 30 September 1956, SECRET, in Records Center Job 58-437 and Job 59-419.

2/ Ibid.

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activities both in headquarters and in the field.^{1/}
During the Fiscal Year 1956 this course was offered six times to a total of 291 students. Sterilization and condensation of a comprehensive case history was completed, and the case made the basic training document for the course.^{2/}

The Office of Training did not attempt to offer all the courses in administrative management that various components of the Agency felt were needed. It cooperated with various components of the Agency in planning and furnishing support for specialized management courses. The Comptroller's Office gave special courses on budget and accounting on which OTR gave advice and support. The Office of Communications had its own communications school at a special location. A six-weeks Logistics Support Course in Agency supply, procurement, transportation, real estate and printing services and organization was given at headquarters 

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^{1/} OTR-IBM Master Code of Courses and OTR Catalog, SECRET, in OTR files.

^{2/} CIA Estimate of Requirements Fiscal Year 1958, dated 30 September 1956, SECRET, in Records Center Job 59-419.

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by the Office of Logistics. Class sessions were supported by films, seminars, and student participation in a field support problem. The Office of Personnel gave instruction on personnel administration. OTR assisted these offices in making the courses teachable.

During the years 1953 through 1956 clerical training courses were under the supervision of the OTR unit that also, under various organizations and names, gave courses on administrative management. The so-called Administrative Procedures Course which started in November 1954 provided 120 classroom hours of instruction preparing clerical employees better to perform administrative duties at headquarters and in the field. It was the successor to Administrative Courses which were started back in 1947. These courses tried to keep up with the growing complexity of the rapidly expanding CIA Regulations and Handbooks. During the Fiscal Year 1956 the Administrative Procedures Course was given six times to a total of 218 students.^{1/}

OTR also offered courses on typing and stenography. Such courses were deemed necessary since the system of

^{1/} Ibid.

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clerical examinations in operation did not produce stenographers, typists, and clerks with the necessary skills. Clerical examinations were given locally, sometimes by secretarial schools, and the results were not regarded as satisfactory in many cases. There was a time during the period when if more rigid standards for recruitment of clerical employees were enforced the supply of clerical help would have dried up. The high rate of separation of clerical employees as compared with other CIA employees has been commented on in another connection.^{1/}

During the period OTR gave a one-week Clerical Induction Program for clerical employees who had not met Agency standards in typing and shorthand, a two-day Clerical Orientation Program which was required for all new cleared clerical personnel--a necessary program in any case since it was an introduction to the Agency procedures including the security regulations, and a Clerical Refresher Program with flexible time limits which was designed to encourage on-duty personnel to improve

^{1/} See above, p. 212.


their skills and to train themselves for more specialized jobs including accounting.^{1/} For the Fiscal Year 1956

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ing Fiscal Year 1953.^{3/}

f. Language and Area Training

During the period several staff studies were made on the problem of how language and area training requirements could be met on a planned and orderly basis.^{4/} These reports pointed out that existing regulations were inadequate, that insufficient effort had been made to relate language skills to job qualifications, and that the urgency that had existed in placing personnel on duty assignments

^{1/} OTR, Survey of the Office of Training Activities, August 1953, Part II, Activities, SECRET, Tab E, Programs of the Clerical Training Branch, April 1953, RESTRICTED, in Records Center Job 56-403 and OTR Catalog CIA Regulation No.  Clerical Training 16 November 1953, CONFIDENTIAL, in Records Center.

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^{2/} Op. cit., p. D-10-17.

^{3/} Training (General) Budget Narrative Fiscal Year 1954, SECRET, in Records Center Job 56-403.

^{4/} Memorandum for DDCI from DTR, dated 26 June 1954; Memorandum for DCI from DTR, dated July 1955.

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had prevented both an orderly scheduling of language training and recognition of its importance in training. In January 1956, the Director of Central Intelligence directed that a plan be designed to encourage Agency and employees to attain and maintain proficiency in foreign languages.^{1/} As he put it later, "We are far short of our goal in developing the language competences we should have to become the finest professional service."^{2/} The Foreign Language Development Program, prepared by a committee consisting of representatives from all major components of the Agency, was approved by the CIA Career Council in February 1956, and by the DCI in March.^{3/} A CIA regulation was issued to implement the plan whereby employees might earn initial and recurrent cash awards as an incentive to entering the field of language study.^{4/}

^{1/} Office of Training Bulletin, September 1956, SECRET, p. 11, in O/DCI.

^{2/} CIA Notice No. [REDACTED] dated 4 February 1957, CONFIDENTIAL, in records center.

^{3/} Memorandum for DCI from Chairman, ad hoc Committee on Foreign Language Development Program, 17 February 1956, SECRET, in O/DCI/ER Training file.

^{4/} CIA Regulation No. [REDACTED] dated 4 February 1957, Language Development Program, CONFIDENTIAL, in Records Center.

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The regulation also provided for a Language Specialists Program for a small number of unusually qualified employees for special training.

An important trend in language and area training during the period was the shift in emphasis from the use of external facilities to the greater use of internal facilities. At the beginning of the period most of the language training and practically all of the area training was furnished by external facilities, some private and some governmental.^{1/} In 1953 the ratio of internal to external language trainees as shown by monthly averages was roughly 1 to 3 and in 1956 the ratio was almost the reverse, 3 to 1. The total number of language trainees had increased by 50 per cent over this period ending in 1956 with a monthly average of 290 trainees.

1/ In 1953 ORR conducted specialized training courses in scientific and technical Russian [REDACTED] FDD/OO conducted courses in Russian and Chinese throughout the period. Memorandum for DCI from IG, 20 April 1954, Survey of the Office of Training, SECRET, in OTR and CIA Estimate of Requirement Fiscal Year 1958, Bureau of the Budget Presentation, 30 September 1956, SECRET, in Records Center Job 59-419.

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The decline in the use of external private facilities for language training was due to the growing recognition of the weaknesses of the contract method with private institutions. Agency consumers found that they could not exert adequate influence over the substance of such training programs, that the costs were higher than internally administered programs, that the security protection required by many of the students was constantly in jeopardy, and that there was greater resistance on the part of supervisors to external than to internal training.^{1/}

The first step taken in the fall of 1953 resulted in the reduction of the use of private facilities and the increase in the use of the language schools of other agencies. A number of full-time students and more part-

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^{1/} Language and Area School, "History," originally compiled September 1956, CONFIDENTIAL, in OTR files.

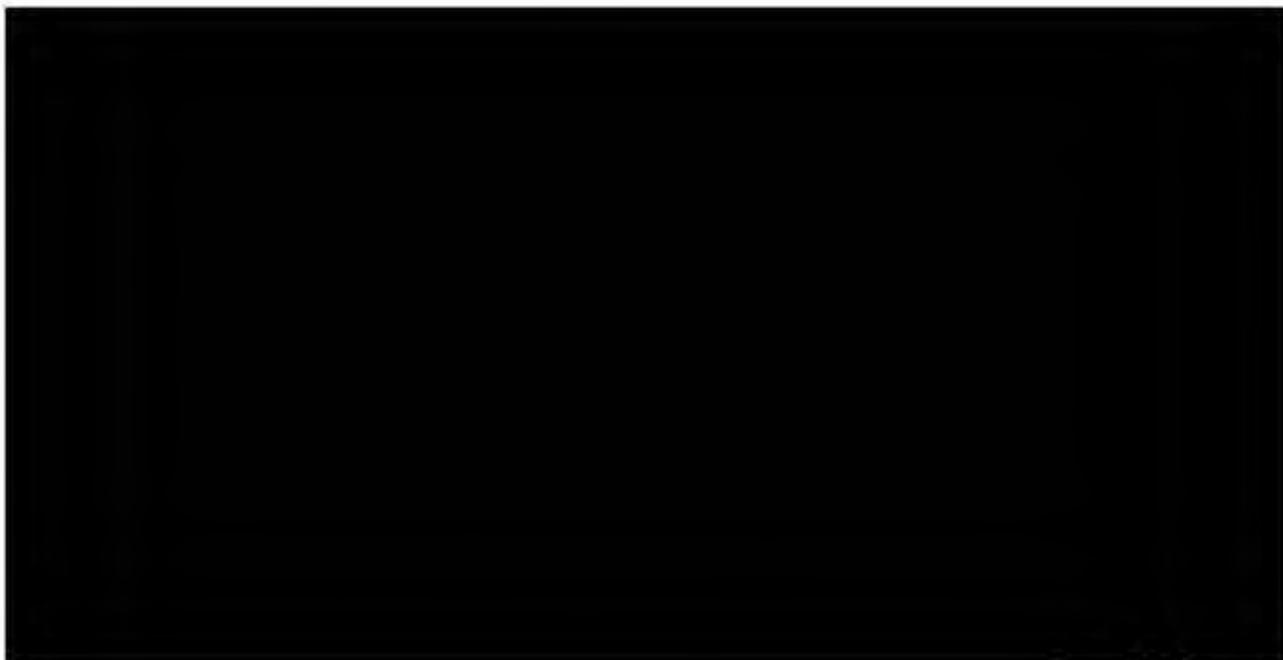
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During the period (1953-1955), OTR also experimented with providing area training both externally on contract and internally. At the beginning no internal area training was given. The cost of external area training in terms of participation was exorbitant, substance was not oriented toward the needs of intelligence, and security was constantly in jeopardy.

By the end of 1956, the Language and Area School had made progress in developing internal area training specifically designed for the intelligence profession. The courses made extensive use of specialists employed elsewhere in the Agency, intelligence community, or government. Integrated language area courses (i.e., an

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area course conducted in the foreign language) were given in : Russian, [REDACTED] were given on Russia, Middle East. The School admitted limited area competence for Eastern Europe, Central Asia, Scandinavia, and China and little or no competence for South Asia, Southeast Asia, Africa, Korea and Latin America. Area training in the last mentioned regions was still given externally.

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g. Training Program for Junior Officer Trainees (JOT's)

The recruitment of Junior Officer Trainees has been described above in section on recruitment policies and practices.^{1/} The Junior Officer Trainee Program was administered as a whole but for purposes of presentation the part on training is discussed here.

Immediately after entering on duty the Junior Officer Trainee in 1953 was placed in the six weeks' Basic Intelligence Course which at first was limited to

^{1/} See above, p. 197.

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JOT's but was soon opened to new recruits outside the program.^{1/} The curriculum at that time covered the mission, organization and functions of CIA and the IAC agencies; the principles and methods of intelligence work, particularly as they related to the production of national intelligence; and the current world situation, with emphasis on the theory and practice of Communism and the USSR. The course was conducted by lectures, readings, group discussions, and trainee projects and exercises. The reports and estimates of the faculty and the Assessment and Evaluation Staff regarding the students were used in planning the specific training that came next.

During the next four years the initial common training program for all JOT's took advantage of the various courses offered by OTR. When the Basic Intelligence Course was discontinued in 1954 the JOT's took in its place the Basic Orientation Course of 4 weeks and the Intelligence Principles and Methods Course of 4 weeks.^{2/}

^{1/} Office of Training, Survey of the Office of Training, August 1953, loc. cit.

^{2/} Draft of JOT Program prepared by [REDACTED] 25 January 1955, SECRET, and OTR-IBM Master Code of Courses, SECRET, in HS files,

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The final step in the Program was the location of a position which needed to be filled which called for the abilities, attitudes, interests, temperament, and intellectual background which the trainee seemed to possess. It was assumed that effective placement would result after the individual had learned about the Agency from contact with its work and personnel and after the assessment and evaluation of his qualifications by experienced people in that field and by his supervisors.^{2/} In 1953 the IG found that the Director of the JOT Program was required to do too much job-shopping for his trainees, due to lack of knowledge about the program on the part of some components, and he recommended closer meshing of the Program with the Personnel Placement

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- 1/ Memorandum for the Record, 14 January 1959, Conversation with [REDACTED], Director, JOT Program, SECRET, in O/DCI/HS files.
- 2/ Survey of the Office of Training, August 1953, Part II, Activities, Tab D, in Records Center Job 56-403.

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It is still (1959) much too soon to tell what the long range impact of the Program will be. The IG found the JOT's an above average group, mature mentally, attractive personally, generally motivated toward a career in CIA, and extremely good potential for future Agency leadership.^{1/} The promotion rate of JOT's was considerably higher than for the Agency as a whole.^{2/} In 1958 the Director remarked in opening the Program for the year that he hoped to select the future key executives of CIA from the ranks of the JOT's.^{3/}

1/ Memorandum for DCI from IG, 20 April 1954, Subject: Survey of the Office of Training, SECRET, in OTR files.

2/ Table 12, Annual Promotion Rates of Staff Personnel, 1953-1956, SECRET, furnished HS by Office of Personnel, 19 January 1959, and Survey of the Office of Training, August 1953, Part II, Tab D-8, SECRET, in Records Center, Job 56-403.

3/ Memorandum to HS from Chief, Plans and Policy Staff, OTR, 28 January 1959, SECRET, paragraph 10.

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4. Making Employees Available for Training

One problem facing the Office of Training which became more clearly defined during the period was the lack of students for certain specialized courses in fields where the need for trained personnel was most urgent. The Management Staff pointed out the need for a firm Agency policy, supported by implementing directives, which would define the specialized training which the Agency considers necessary for each category of position in the various major fields of Agency activity or as a prerequisite to overseas assignment, with some means devised to provide a reasonably uniform flow of students through the training process.^{1/}

Impressed with the great importance of training, the Office of the Director initiated the 5% quota policy in September 1954 which required 5% of on-duty civilian staff employees at Headquarters to be in training status at all times. This requirement applied at first to the

^{1/} Management Staff, Report of Management Survey, Office of Training, 14 January 1955, SECRET, p.4, in MS files.

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DD/P area but it was later extended to all Headquarters civilian staff employees.^{1/} When he issued this recommendation, General Cabell recognized the limitations^{2/} of the scheme. He wrote:

7. The quota system is a short-range, probably temporary device for facing the fact that the Agency has not trained and is not now training enough people, intensively enough, to carry out our grave and increasing responsibilities. It will operate until further notice, but should be recognized as only the first stage of a strenuous campaign to develop our capabilities. The quotas should be superseded by manpower and career planning which identifies 1) requirements of future operational plans for specific numbers of people with specific skills, 2) the people who will satisfy these needs, and 3) the training they will need. Arbitrary quotas will carry us in the right direction for a while, but as soon as possible we must tailor training plans to the needs of each individuals and each operation, and not be satisfied with an arbitrary quota approach.

The net results of the 5 percent quota system are hard to evaluate. During the first half of the calendar

1/ Memorandum for DD/P, DTR, AD/P, from DDCI, 1 October 1954, Subject: Clandestine Services Training Quotas SECRET, in O/DCI/ER, "Training" file; CIA Notice [REDACTED] 29 October 1955, CONFIDENTIAL; CIA Regulation [REDACTED] 18 July 1956, SECRET, in Records Center.

2/ Memorandum of 1 October 1954, cited above.

year 1956, the 5 percent ratio was attained.^{1/} In defense of the plan General Cabell said, "It is a tangible way of demonstrating that training is an important part of our business, and that we must pay the price for it by devoting manhours to it . . . We have provided our executives with a tool -- with an understood and specified standard, below which they are not supposed to fall."^{2/} The General recognized that the plan had its defects. The artificial stimulation of registration of students did not mean that the training program was better than it was before. The operational courses designed to meet pressing requirements did not have larger enrollments than before. Some executives tended to send to training those who could be spared and to hold back on those who needed special training on the ground that they were indispensable. Some offices used external training credits which OTR regarded of questionable value.

^{1/} Comptroller, Bureau of the Budget Hearings on FY 1958 Budget, p. 25, SECRET, in Records Center Job 59-419. The prepared answer read: "During the third quarter of 1956, 5.3 percent of the total amount of man hours of headquarters on-duty staff personnel were spent in a training status."

^{2/} "Address by the Deputy Director of Central Intelligence Given to the Assembled Personnel of the Office of Training at the Annual Christmas Meeting," Office of Training Bulletin, January 1957, SECRET, p.2.

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External training continued during the period but at a declining rate. Whereas some 992 Agency employees took external training courses in calendar 1953, only 647 did so in calendar year 1956.^{1/} As indicated above, a large part of this decline may be traced to the building up of internal language and area training facilities and the lessened need for external language and area courses.^{2/} The Agency continued to maintain its quota of a dozen or so places in the eight senior Defense colleges.^{3/} The demand for external training in management, economic and industrial, scientific and technical, and other specialized courses continued at about the same level.^{4/} External training in management was furnished by such universities as Harvard University, University


1/ Memorandum for DCI from IG, 20 April 1954, Survey of the Office of Training, SECRET, in OTR files. Figure for CY 1956 furnished HS by OTR.

2/ See above, p. 325.

3/ Agency quotas were given in OTR Catalog, TR CC 100-1, January 1957, SECRET: National War College, 2 to 3; Industrial College of the Armed Forces, 1; Air War College, 2; Naval War college, 1; Naval Intelligence School, 1; Strategic Intelligence School, 3; and Armed forces Staff College, 1.

4/ External Training Requirements FY 1954 and FY 1955, given in OTR Survey of the Office of Training, August 1953, SECRET, Appendix IV, in Records Center.

of Washington, Stanford University, Columbia University, and University of Pittsburgh.^{1/} Scientific and technical training was given at George Washington University, American University, Catholic University, Johns Hopkins University, MIT, and University of Maryland. Area Specialization courses were given at Georgetown University, School of Advanced International Studies, Columbia University, and University of Washington. The largest ex-



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5. Staffing the Training Function

As of June 30 1953 the T/O for the Office of Training contained around [REDACTED] positions of which [REDACTED] slots were for Junior Officer Trainees. Of the [REDACTED] remaining positions, about one-third were for instructors. The maintenance and development of the training base at

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1/ OTR Catalog, TR CC 100-1, January 1957, SECRET.

2/ OTR Survey of OTR, 1953 part II, SECRET, Summary of of External Training, IBID.

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The on-duty strength of the Office of Training as of June 30, 1953 was [REDACTED] civilians. This was just over one-half of the T/O as of that date. The Director of Training explained the discrepancy between the on-duty strength and the authorized strength on the following grounds: the low priority of the Office of Training on recruitment, the over-all Agency clerical shortage, the delay in implementing the Junior Officer Trainee program, the delay in approval of the maritime training program, and the difficulties encountered in recruiting operationally experienced personnel as instructors for the operational courses. In 1953 the Office of Training had a large over-

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- 1/ OTR, Survey of the Office of Training, August 1953, Appendix I, Organization, Responsibilities and Regulatory Issuances, SECRET, in Records Center Job 56-403, this appendix gives the full T/O as of June 30, 1953.
- 2/ Memorandum for DCI from DTR, 1 July 1953, Projected Personnel Cut, SECRET, in O/DCI/ER Training File.

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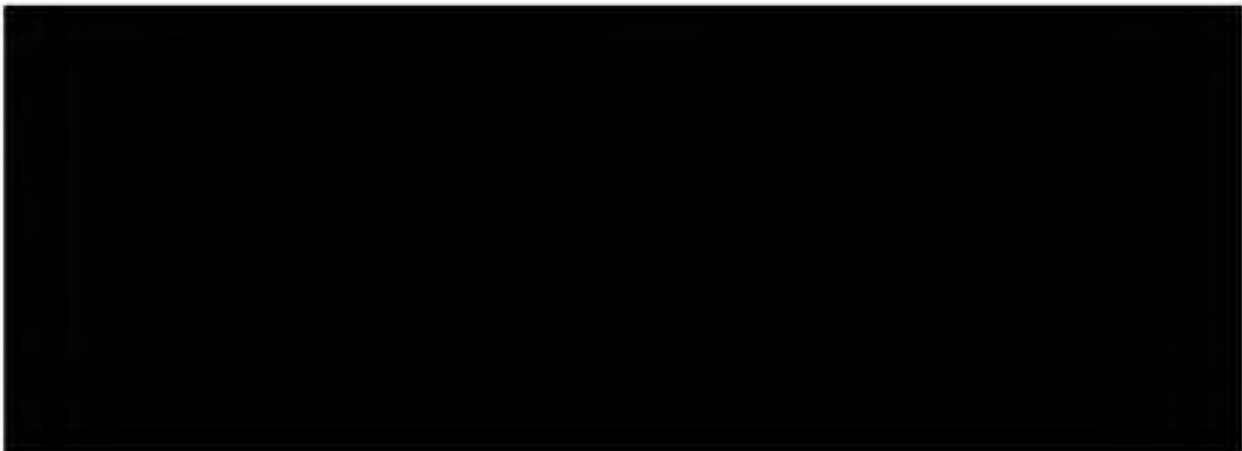
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about [REDACTED] Thus, there was no longer a big gap between the on duty strength and the authorized strength. The on duty strength increased during the period and the T/O was decreased.

Among the conditions contributing to this trend was the growing recognition on the part of officials in the Clandestine Services of the need for releasing experienced operators, either for temporary duty or by rotation, for

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The Career Service program emphasized the distinction between temporary and permanent employees of OTR. The permanent staff or professional employees was small in relation to the tasks to be performed. The Office of Training Career Service Board considered its primary

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1/ [REDACTED]

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objective to be career planning for progressive development of all permanent members of the OTR staff.^{1/}

Career development programs were compiled for individual members of the staff which incorporated the self-analysis and aspirations of individuals and the considered judgment of supervisors and reviewing officers as reflected in the personnel fitness reports. The Office of Training Career Service Board reviewed development plans for individuals with training as their career designation in terms of their training, assignment, advancement, rotation, and promotion.

The Language and Area School illustrated how a small permanent professional staff could direct instruction in a large and increasing number of courses. External instruction facilities were used throughout the period. The School used private institutions on a contract basis and obtained full assistance from other government agencies with well-established language and area training facilities. Internal instruction expanded more rapidly than external. To the small regular School staff were

^{1/} Office of Training Notice No. 13-33, 20 April 1953, Career Designations, SECRET, in Records Center.

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added in increasing numbers during the period of contract employees on detail to the School, and staff employees serving as volunteer language instructors in the out-of-hours Voluntary Language Training Program. Expanding area courses relied upon an increasing number of guest lecturers from within and without the Agency.

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D. Personnel Statistical Tables

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